

CODE SWITCHING USED BY THE ENGLISH TEACHER IN SMP N 1 MANISRENGGO

Shima Herlina Puspitawatie

Universitas Sarjanawiyata Tamansiswa

herlinapuspita07@gmail.com

Abstract

The aim of this research is to describe code switching used by an English teacher in the English teaching and learning process in SMP N 1 Manisrenggo. This research was conducted to analyze (1) the types of code switching and (2) the reasons for using code switching in the English teaching and learning process. This research was a descriptive qualitative research. The techniques of collecting data were observation, video audio recording, and interview. After gathering the data, the researcher transcribed and classified the types of code switching and the reasons for using code switching. The result of this research showed there were two types of code switching and four reasons for using code switching. Based on the analysis of the data, situational code switching appeared more often than metaphorical code switching, and the reasons for using code switching most frequently appeared in the teacher's utterances is *Repetition used for clarification*.

Keywords: *code switching, teacher's utterances*

Introduction

Language is one of the most important things in playing a role in social interactions since it is used by human beings as their media to communicate between one and the other. People can express their ideas, wishes, thoughts, and desires through language. Hence, each person must learn how to use language. People can learn the language in their family, society, and at school. The language taught by the family member is called the first language. On the other hand, the second language is learned at school and society. Each society usually has their own culture and habit that can create language distinction and also dialect. To solve this problem, people choose an international language to make them capable of communicating with all people around the world that is English.

In Indonesia, English is known as a foreign language. English is commonly used by all people to communicate in the case that they come from different countries. By placing English as a foreign and international language, it is reasonable that the Indonesian government sets English as a crucial object in the education system. Recently, English is one of the compulsory subjects taught to the students in every level of education system including elementary school, junior high school, senior high school, and the university as the foreign language. To teach a foreign language (not as the mother tongue of the teacher or the learner) demands the teacher's ability in mastering more than one language,

this is called as bilingual or multilingual ability. People having the bilingual or multilingual ability will be able to use two languages or more at a time during a conversation. This phenomenon is commonly known as code switching. Code switching occurs because of the use of different languages.

According to Hudson (1996:53), code switching is defined as an inevitable result of bilingualism, as anyone who speaks more than one language choice, they use them to depend on the situation. Wardhaugh (2006:103) said that the phenomenon of code switching are found in bilingual society because they are usually required to select a particular code whenever they choose to speak, and they may also switch from language to another language. Thus, it is feasible to conduct a study on code switching by involving the members of the bilingual society who are supposed to switch the language. Indonesian people who live in a bilingual or even multilingual society enable to switch code in daily communication, like at school.

At school, students acquire English from their teachers. The English teachers will give the explanation to the students theoretically and then ask them to practice. In teaching and learning process, the English teachers should have strategies to make the students easy to understand the material. The duty of teachers in teaching English is to make the students have a good understanding of the material.

In order to give a good understanding to the students, teachers are excused to use more than one language during the interaction on explaining the material to make students easily understand the material as English is not the students' mother tongue. For example, an English teacher in SMP N 1 Manisrenggo uses code switching in teaching learning process. The teacher speaks more than one language, in which a combination of English and Indonesian, English, and Javanese. The teacher speaks English and Indonesian in case that the students find it difficult to understand the explanation. Related to the case, the teacher also decides to explain the material by using their first language.

Based on the description above, the researcher determined a topic to be discussed entitled "*Code Switching Used by English Teacher in SMP N 1 Manisrenggo*". The researcher analyzed the types of code switching and the reason of using code switching by English Teacher in SMP N 1 Manisrenggo.

This research was done to answer the following problem formulations:

1. What are the types of code switching found in teaching learning process used by an English teacher in SMP N 1 Manisrenggo?
2. What are the reasons for using code switching by an English teacher in the teaching learning process of the students in SMP N 1 Manisrenggo?

Theoretical Review

Wardhaugh (2006:100) states that code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they also decide to switch from one code to another or two mix codes even sometimes within very short utterances and thereby create a new code. Holmes (1992:50) says that code switching occurs when the speaker shifted their language from one language to another. Code switching is a common term for alternate use of two or more language or varieties of language which can be functioned as sentences, clause, phrase or even a word.

Wardhaugh (2006:104) describes two kinds of code switching: (1)

Situational Code Switching and (2) Metaphorical Code Switching.

a. Situational Code Switching

Situational Code switching occurs when the languages used is changed according to the situations in which the conversant find themselves: they speak one language in one situation and another in a different one. No topic change is involved. Instances of situational code switching are usually fairly easy to classify for what they are.

b. Metaphorical Code Switching

Metaphorical Code Switching is when a change of topic requires a change in the language used. Some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. In metaphorical code switching, it changes the code as redefined the situation: formal to informal, official to personal, serious to humorous and politeness to solidarity.

When people use code switching, there is a purpose that does not appear. Hoffman (1991:116) gives some suggestions about why people use code switching. Those are:

1) Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and comfortable to express his emotional feelings in a language which is not his everyday language.

2) Quoting somebody else

People often quote word, sentence, and expressions that they like from well-known person sometimes, the quote from a different language such as English wise word. They use it because they want to express and emphasize sometimes to look better.

3) Showing empathy about something

People often switch their language to express empathy about something. In some cases of using another language, English is more convenient to show their empathy rather than using the first language such as Indonesian. Moreover, appropriate language usage is able to make the meaning stronger.

4) Interjection (inserting sentence fillers or sentence connector)

The interjection is kind of sentence fillers or sentence connector that is frequently used by people naturally such as 'By the way', Anyway, etc. The interjection is also called as a short exclamation like 'Hey!, Well, Look!, etc.

5) Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be better understood by the listener, sometimes he can use both of the languages that the masters to say the same messages. Frequently, a message in one code is a repetition in the other code literally. A repetition is not only served to clarify what is said but also to amplify or emphasize a message.

6) Intention of clarifying the speech content for the interlocutor

When a bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code switching and code mixing occurred. It means to make the contents of his speech run smoothly and can be understood by the listener. A message in one code is repeated in the other code in the somewhat modified form.

7) Expressing group identity

Code switching and code mixing can also be used to express group identity. The way of communication of academic in their disciplinary groupings is obviously

different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

Research Methodology

The approach of this research is qualitative research. Creswell in Satori (2010: 24) states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explores the social or human problem. The qualitative research focuses on the phenomena. The phenomena in this research are the English teaching and learning. The context in this research is code switching.

The aim of this research was to describe and discuss the types of code switching and the reason of using code switching in English teaching and learning process at SMP N 1 Manisrenggo. The researcher determined the data to be analyzed, found out the research problem, designed the instruments to collect, analyzed and described the data based on the theories.

Findings

Based on the results of data analysis in line with the formulation of the problem, the research findings are as follow:

1. The Types of Code Switching Found in Teaching Learning Process Used by English Teacher in SMP N 1 Manisrenggo

After analyzing the data of teacher's utterances, the researcher found two types of code switching based on the theory of Wardhaugh. They are *Situational Code Switching* and *Metaphorical Code Switching*. Based on the data of the code switching types found, situational code switching appeared more often than metaphorical code switching.

2. The Reasons for Using Code Switching by English Teacher in SMP N 1 Manisrenggo

The researcher used Hoffman's theory to analyze the reasons of using code switching. Based on the theory, there are seven reasons for using code switching, but after analysing the data of teacher's utterances, the researcher only found four reasons influencing the English teacher to make such kinds of switching on his utterances. They are *Talking about a particular topic*, *Interjection (inserting sentence fillers or sentence connector)*, *Repetition used for clarification*, and *Expressing group identity*.

Discussions

1. The Types of Code Switching

Based on the theory of Wardhaugh (2006), there are the types of code switching, they are *Situational code switching* and *Metaphorical code switching*.

a. Situational Code Switching

Situational Code Switching is changing the languages when people speak in one situation. Wardhaugh (2006) stated that *Situational Code switching* occurs when the languages used is changed according to the situations in which the conversant find themselves.

Example:

Teacher: As usually we will absent first. I call you, you must stand up *saya panggil anda*, *anda berdiri* and face me *dan menghadap saya*.

The teacher's utterance above is categorized as Situational Code Switching.

It showed that the teacher switched from English into Indonesian to instruct the students to stand up and face to him when he called their names. The sentences "*saya panggil anda, anda berdiri*" and "*dan menghadap saya*". He used Indonesian to emphasize the instruction. The switch happened repeatedly without changing the meaning and the topic.

b. Metaphorical Code Switching

Metaphorical Code Switching is changing the languages when people speak in a different topic. Wardhaugh (2006) described that *Metaphorical Code Switching* occurs when a change of topic requires a change in the language used. Example:

Teacher: We will observe and asking question *ayo mas perhatikan* pay attention. The teacher's utterance above is categorized as Metaphorical Code Switching. It showed when the teacher explained the material used in English, there were three students who made noises. Then he stopped explaining the material and used Indonesian to admonish the students who made noises "*ayo mas perhatikan*". Hence, he changed the topic from explaining the material into making a warning to the students.

2. The Reasons for Using Code Switching

Based on the theory of Hoffman (1991) the reasons of using code switching, there are seven reasons of using code switching, but the researcher only found four reasons influencing the English teacher to make such kinds of switching on his utterances.

a. Talking about a particular topic

It is when people prefer to talk about a particular topic or explain about something in the first language rather than in another.

Example:

Teacher: He's a bit fat and chubby, *kata fat bisa berarti gemuk bisa berarti berlemak, kata fat and chubby sebetulnya hampir sama ya chubby itu artinya gemuk kalau fat disini maksudnya berlemak oh gendut.*

The teacher's utterance above represented that the teacher talked about a particular topic. He switched from English into Indonesian when explaining about physical of the people in the dialogue. He used Indonesian to emphasize the explanation about physical of the people, such as "*kata fat bisa berarti gemuk bisa berarti berlemak*"; he intended to make the students understand about the topic easily.

b. Interjection (inserting sentence fillers or sentence connector)

The interjection is a kind of sentence fillers or sentence connector that is frequently used by people naturally such as 'By the way', Anyway, etc.

Example:

Teacher: Stop! Stop! *Yang diajak bicara yang mana? Kelompok itu kan, ya kalian menghadap kesana.* One two three.

The teacher's utterance above is included as Interjection. It showed that the teacher interjected the exclamation "Stop! Stop!" in the beginning utterance to give instruction for the students to stop, because the students made a mistake when they were practicing read the dialogue. After he warned the students to stop reading the dialogue, then he used Indonesian to explain that there was a mistake when they read the dialogue.

c. Repetition used for clarification

Repetition used for clarification is repeating words or sentences when

a bilingual or multilingual person wants to clarify his speech so that it can be understood better by the listener, he can sometimes use both languages to say the same messages.

Example:

Teacher: First we will carefully listen out and repeat the conversation after the teacher *pertama-tama kita akan mendengarkan seksama dan mengulangi percakapan setelah guru*, sentence by sentence *kalimat demi kalimat*.

The teacher's utterance above represented Repetition used for clarification. It showed when the teacher explained the material in English "First we will carefully listen out and repeat the conversation after the teacher", then he switched into Indonesian "*pertama-tama kita akan mendengarkan seksama dan mengulangi percakapan setelah guru*". He only repeated from English into Indonesian in the intention of translating his utterances to clarify and emphasize the instruction. The switch happened repeatedly without changing the meaning and the topic. It made the students understand the instruction easily.

d. Expressing group identity

Expressing group identity happens when the people use their first language to show their identity. Code switching and code mixing can also be used to express group identity.

Example:

Teacher : Listen and repeat after me, *nggehl*!

The teacher's utterance above is included into expressing group identity. It is showed when the teacher asked the students to listen and repeat read the dialogue after him. Then he inserted Javanese "*nggehl*!" in the end utterance to express his identity. He is a Javanese and the students also Javanese.

Conclusion

Based on the data analysis and the discussion of the research findings, the researcher drew several conclusions related to the formulation of the problem of this research.

After analyzing and discussing the code switching used by the English teacher in SMP N 1 Manisrenggo, the researcher found two types of code switching in his utterances namely *Situational Code Switching* and *Metaphorical Code Switching*. Based on the data of the code switching type found, situational code switching appeared more often than metaphorical code switching. The researcher also found four reasons that influenced the English teacher to make such kinds of switching on his utterances; they are *Talking about a particular topic*, *Interjection (inserting sentence fillers or sentence connector)*, *Repetition used for clarification*, and *Expressing group identity*. The reasons for using code switching most frequently appeared in the teacher's utterances is *Repetition used for clarification*.

Suggestion

Based on the conclusion, the researcher would like to propose some suggestions to the following:

1. The English Teachers

The researcher hopes that the English teachers can switch their utterances with the intention of translating their utterances when the students cannot understand the explanation in the teaching and learning

process. Therefore, the English teachers can apply the theory of code switching to teach the students better.

2. The Readers

The researcher hopes the readers understand the theory of code switching. By learning code switching the readers can switch their utterances in delivering the information to the other speakers.

3. The Other Researcher

The researcher hopes that the other researchers are able to compare this thesis with another research of code switching into the correlation of students' ability in the English learning process.

References

- Creswell, J. (2008). *Research Design: Qualitative, Quantitative and Mixed Methods*. Retrieved from Ebook Third Edition: <http://vivauniversity.files.wordpress.com/2014/02/creswell-2008-research-design-qualitative-quantitative-and-mixed-methods-approaches.pdf>
- Hoffman, C. (1991). *An Introduction to Bilingualism*. New York: Longman.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. New York: Longman.
- Hudson, R. (1996). *Sociolinguistics Second Edition*. Cambridge: Cambridge University Press.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics (fifth edition)*. Oxford: Blackwell Publisher.